

**HOUSE LEGISLATIVE OVERSIGHT COMMITTEE  
EDUCATION AND CULTURAL SUBCOMMITTEE**

**2021 STUDY OF THE  
ARTS COMMISSION**

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## S.C. House Legislative Oversight Committee



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The purpose of the S.C. House Legislative Oversight Committee's (Committee) work is to determine if agency laws and programs are implemented and carried out in accordance with the intent of the General Assembly and whether they should be continued, curtailed, or eliminated. The Committee's member-driven process enhances the ability of Representatives to make informed decisions about state government and agency responsiveness to the needs of South Carolinians. The process is also a resource for public access to information about the performance of state agencies and their programs.

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AGENCY OVERVIEW

# South Carolina Arts Commission

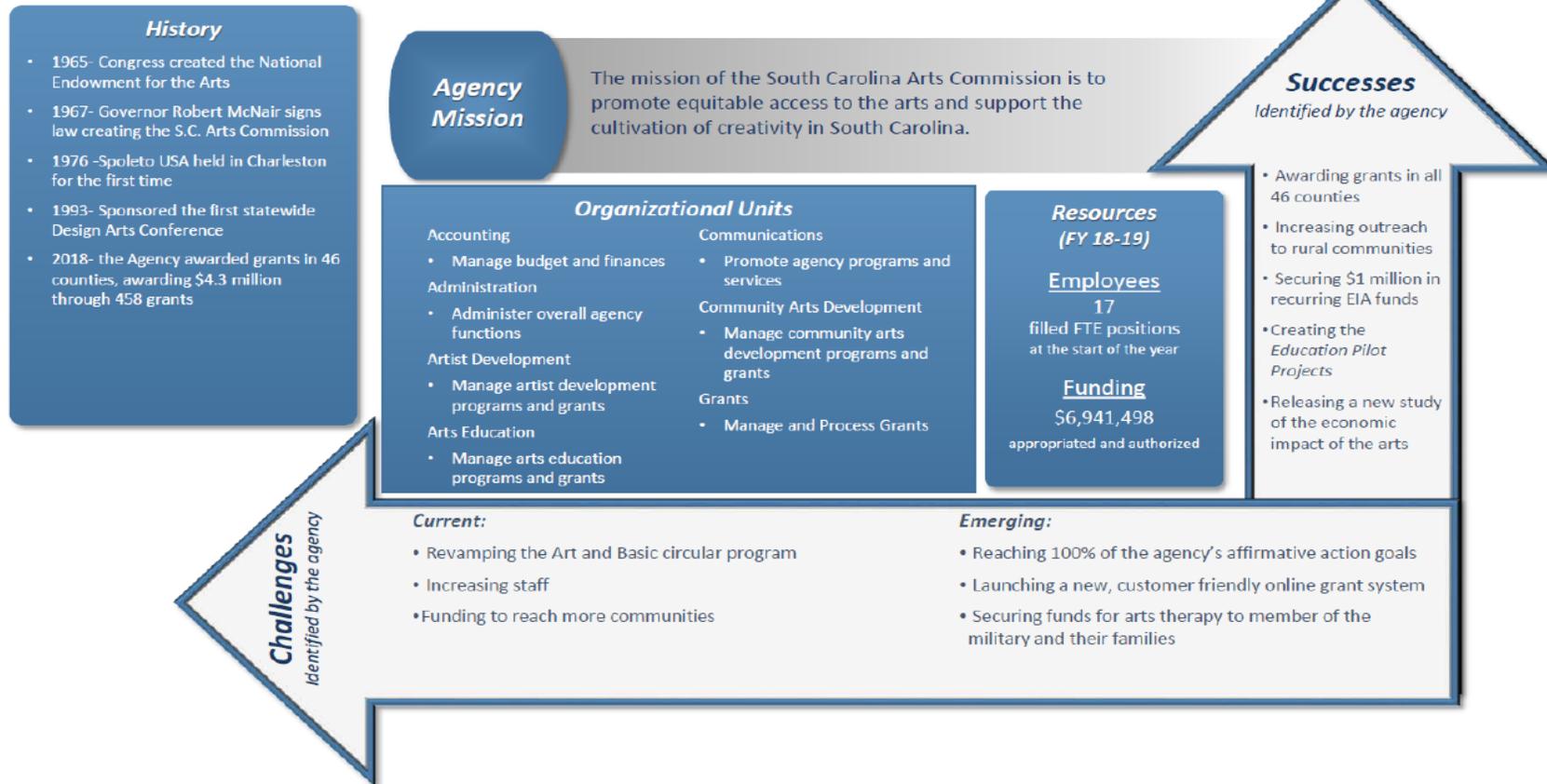


Figure 1. Overview of the agency's history, major organizational units, fiscal year 2019-20 resources (employees and funding), successes, and challenges.<sup>1</sup>

COMMITTEE OVERVIEW

*Oversight Purpose and Methods*

**PURPOSE**

To determine if agency laws and programs:

- ➡ are being implemented and carried out in accordance with the intent of the General Assembly; and
- ➡ should be continued, curtailed, or eliminated.

**METHODS**

The Committee and Subcommittee evaluate:

- ➡ the application, administration, execution, and effectiveness of the agency’s laws and programs;
- ➡ the organization and operation of the agency; and
- ➡ any conditions or circumstances that may indicate the necessity or desirability of enacting new or additional legislation pertaining to the agency.

S.C. Code Ann. § 2-2-20(B) and (C)

*Study Process*



*Public Input*

- 72** Responses to an online public survey
- 2** Online comments received
- 6** Constituents testify

*Subcommittee Membership*

**EDUCATION AND CULTURAL SUBCOMMITTEE**

The Honorable Jeffrey E. “Jeff” Johnson (chair)  
The Honorable Kambrell H. Garvin

The Honorable Michael F. Rivers, Sr.  
The Honorable Tommy M. Stringer

*Study Milestones*

**MEETINGS**

<b>Full Committee</b>	12.09.2019 4.09.2021
<b>Subcommittee</b>	4.15.2021 5.18.2021 6.15.2021 10.01.2021 10.25.2021

**AGENCY REPORTS**

February 2015	Seven-Year Plan Report
March 2020	Program Evaluation Report
September 2020	FY 2018-19 Accountability Report
September 2021	FY 2019-20 Accountability Report

**FINDING**

During the study of the Arts Commission (agency or commission), the Education and Cultural Subcommittee adopts **one finding pertaining to legislative directives**.

Findings note information a member of the public, or General Assembly, may seek to know or on which they may desire to act.

*Legislative Directives*

Table 1. Summary of findings related to legislative directives

COMMUNITY ENGAGEMENT	1. The Arts Commission utilizes civic engagement to meet legislative directives to: encourage public interest in state’s cultural heritage and expand resources; advance the agency’s commitment to rural development through the arts; develop local leaders and encourage action to address issues; and increase understanding of using arts and culture as a community development tool.
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**FINDING #1.** The Arts Commission utilizes community engagement to meet legislative directives to encourage public interest in state’s cultural heritage and expand resources; advance the agency’s commitment to rural development through the arts; develop local leaders and encourage action to address issues; and increase understanding of using arts and culture as a community development tool.<sup>2</sup>



Figure 2. Statewide arts ecosystem

The agency, through its community partnerships, grants, and programs, has worked to create a statewide arts ecosystem as illustrated in Figure 2 that satisfies the legislative directives included in S.C. Code § 60-15-10. The agency’s community engagement efforts, which promote the state’s cultural heritage and artistic contributions, have created an artistic infrastructure across rural and metropolitan communities. According to agency personnel, a mature and sustained arts infrastructure expands educational opportunities, develops future generations of South Carolina artists, and supports economic growth and entrepreneurship.<sup>3</sup>

**RECOMMENDATIONS**

During the study of the Arts Commission (agency or commission), the Education and Cultural Subcommittee (Subcommittee) of the House Legislative Oversight Committee (Committee) adopts **20 recommendations directed to the Arts Commission**.

With any study, the Committee recognizes **these recommendations (e.g., continue, curtail, improve areas potentially, and/or eliminate agency programs, etc.) will not satisfy everyone nor address every issue or potential area of improvement at the agency**. These recommendations are based on the agency’s self-analysis requested by the Committee, discussions with agency personnel during multiple meetings, and analysis of the information obtained by the Committee. This information, including, but not limited to, the Program Evaluation Report, Accountability Report, Restructuring Report, and videos of meetings with agency personnel, is available on the Committee’s website.

*Recommendations to Arts Commission*

*Accountability*

The Subcommittee makes one recommendation to the Arts Commission related to accountability, and a summary is in Table 1.

*Table 1. Summary of accountability recommendation*

ACCOUNTABILITY	<p style="text-align: center;"><b>STATE ART COLLECTION ACQUISITION</b></p> <ol style="list-style-type: none"> <li>1. Include artist demographics as a factor when considering additions to the state art collection.</li> </ol>
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**RECOMMENDATION #1.** Include artist demographics as a factor when considering additions to the state art collection.

According to the agency, the intent of the state art collection is to: (1) encourage public interest in and promote the public value of the arts; (2) exhibit a collection of historic importance to promote South Carolina statewide, regionally, nationally, and internationally; (3) make available to South Carolinians the best work of the state's contemporary artists; (4) and encourage the creativity of our state's visual artists.<sup>4</sup>

The state art collection was established in 1967, and since then it has expanded to include 466 works by 288 South Carolina artists.<sup>5</sup> Of the known 288 artists, six artists do not have a recorded gender as noted in Figure 2.<sup>6</sup> Approximately 65% of the artists with works included in the collection are male as also noted in Figure 3.<sup>7</sup> Disparities exist when considering other demographic data, such as race and ethnicity.<sup>8</sup> For example, the collection includes two American Indian/Alaska Native artists as noted in Figure 4.<sup>9</sup>

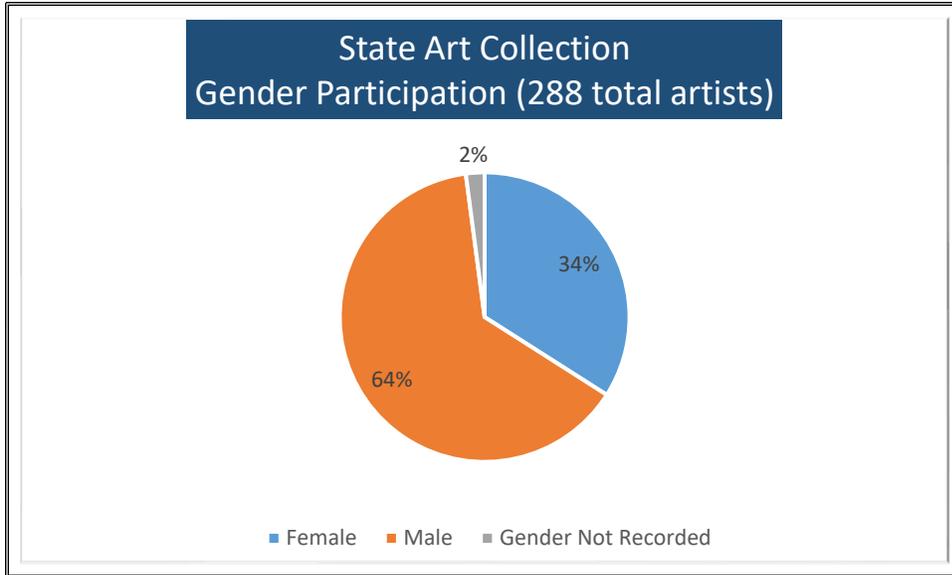


Figure 3. State art collection data reflecting gender of artists with works in the collection<sup>11</sup>

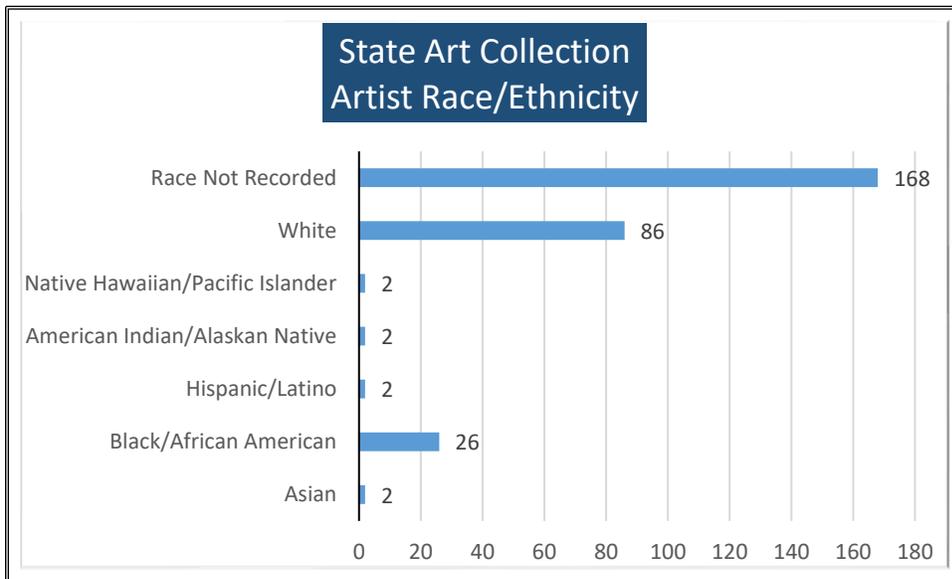


Figure 4. State art collection data reflecting race and ethnicity of artists with works in the collection

The agency’s visual arts director and acquisitions committee members maintain a list of artwork to consider for inclusion in the collection.<sup>12</sup> Agency personnel testified the committee members review the list annually to identify deficient areas.<sup>13</sup> Future reviews should take into account artist demographic attributes as to represent, to the greatest extent possible, in the state art collection all segments of South Carolina’s population. Similar demographic considerations are statutorily required in the appointment of members to various state boards (e.g., Commission of the Department of Transportation; Review and Oversight Commission on the South Carolina State Ports Authority; South Carolina Board of Health and Environmental Control; South

Carolina Education Lottery Commission; State Aeronautics Commission; and State Ethics Commission).<sup>14</sup>

*Effectiveness*

The Subcommittee makes eight recommendations to the Arts Commission related to effectiveness, and a summary is in Table 2.

Table 2. Summary of effectiveness recommendations

EFFECTIVENESS	<b>ARTS ECONOMIC IMPACT</b>
	2. Conduct an arts economic impact study, every 3-5 years, to inform stakeholders (e.g., agency board members, elected officials, public, etc.) of the effect of arts activity on the state (e.g., arts generated revenue, labor, investment, etc.).
	<b>ARTS CAREER DEVELOPMENT</b>
	3. Add a career profiles page (e.g., occupation title, job summary, entry-level education, median pay, etc.) to the agency website to assist students and persons interested in arts careers.
	4. Create digital art workshops and webinars to encourage the development of a mature digital arts space in South Carolina.
	<b>K-12 ARTS EDUCATION</b>
	5. Identify school districts with no designated Arts Basic Curriculum (ABC) Schools and develop a strategy to establish at least one ABC School in these districts by a date set by the board. Within one year after issuance of the study, submit plan to the Committee; post the plan on agency website; and forward a copy of the plan to Department of Education.
	6. Develop a marketing and communications strategy encouraging school districts and schools to promote and participate in Poetry Out Loud competitions, which focus on recitation and performance.
	7. Develop a strategy to offer Artist U (i.e., intensive training for South Carolina artists in building sustainable arts careers) to high school students through official relationships with schools and school districts.
<b>PHILANTHROPIC SUPPORT</b>	
8. Create a development plan and establish an internal process to actively identify, cultivate, and solicit philanthropic support for Arts Commission grants and programs.	
<b>EMPLOYEE SATISFACTION STUDY</b>	
9. Conduct an employee satisfaction survey, on an annual basis, and present the results to the board.	
<b>COMMUNICATION AND MARKETING</b>	

10. Create a formal (i.e., board approved) communication and marketing strategy, which includes social media, to educate, promote, and inform the arts community and public about agency programs and initiatives.

**CULTURAL DISTRICT SURVEY**

11. Survey the state to identify geographic areas that have a concentration of cultural facilities, activities and assets that may qualify a town or city as a cultural district. Locations, identified as favorable, will be notified by the agency to make local leadership aware of the agency's survey results. Agency staff will provide town and city leaders with information regarding the process for being formally selected as a cultural district.

**RECOMMENDATION # 2.** Conduct an arts economic impact study, every 3-5 years, to inform stakeholders (e.g., agency board members, elected officials, public, etc.) of the effect of arts activity on the state (e.g., arts generated revenue, labor, investment, etc.).

A 2018 report compiled by the Director of the Division of Research at the Darla Moore School of Business at the University of South Carolina identified the arts as having a \$9.7 billion impact to the state's economic and cultural vitality in 2014.<sup>15</sup>

However, the 2014 data is seven years old and aging; further, it does not reflect the changed economic landscape in South Carolina and the nation due to COVID-19. Prior economic assumptions, based on old paradigms, require updating and reforecasting. The arts and entertainment sectors, during the height of business closures and social distancing mandates imposed by federal and state authorities, experienced significant losses.<sup>16</sup> Accordingly, commissioning a new report is prudent.

**RECOMMENDATION # 3.** Add a career profiles page (e.g., occupation title, job summary, entry-level education, median pay, etc.) to the agency website to assist students and persons interested in arts careers.

Profiles should include, but are not limited to, the following: occupation title, job summary, entry-level education, and median pay.<sup>17</sup> Agency personnel should note which careers are in demand both locally and nationally. Additionally, the profile page could direct artists and other stakeholders to pertinent agency information (e.g., grants, programs, and services).

During the study, agency leadership testified to the efforts made to provide artists with the tools necessary to create sustainable careers.<sup>18</sup> Artist U and Artists as Entrepreneurs Lab are programs designed to help artist build successful businesses and sustainable careers.<sup>19</sup> While Artist as Entrepreneurs Lab is a pilot program scheduled for implementation in 2022, Artist U is an established program.<sup>20</sup> These programs act as incubators for building arts infrastructure across the state. The career profile data may support and advance these efforts by eliminating the "guess factor" regarding what is or is not an in-demand arts career in South Carolina.

**RECOMMENDATION # 4.** Create digital art workshops and webinars to encourage the development of a mature digital arts space in South Carolina.

Digital art is an artistic work that uses digital technology to create an artistic product.<sup>21</sup> A non-fungible token, which is a type of digital art, is a digital asset that represents objects like art, music, and videos.<sup>22</sup> Digital art is sold online with traditional and non-traditional currencies (e.g., cryptocurrency).

This burgeoning art space is creating new opportunities for artists and art consumers to buy and sell art. According to agency personnel, South Carolina based artist Beeple, sold a collection of works for \$69 million.<sup>23</sup> Given the novel nature of the digital art sector, agency personnel should provide opportunities for artists to learn more about the economics and future direction of digital art.

**RECOMMENDATION # 5.** Identify school districts with no designated Arts Basic Curriculum (ABC) Schools and develop a strategy to establish at least one ABC School in these districts by a date set by the board. Within one year after issuance of the study, submit plan to the Committee; post the plan on agency website; and forward a copy of the plan to Department of Education.

According to agency personnel, the Arts Basic Curriculum project provides leadership to achieve quality, comprehensive arts education (e.g., dance, music, media arts, theatre, visual arts, and creative writing) for all students in South Carolina.<sup>24</sup> The state of South Carolina operated 1,220 public schools in 87 school districts during the 2020-2021 school year.<sup>25</sup>

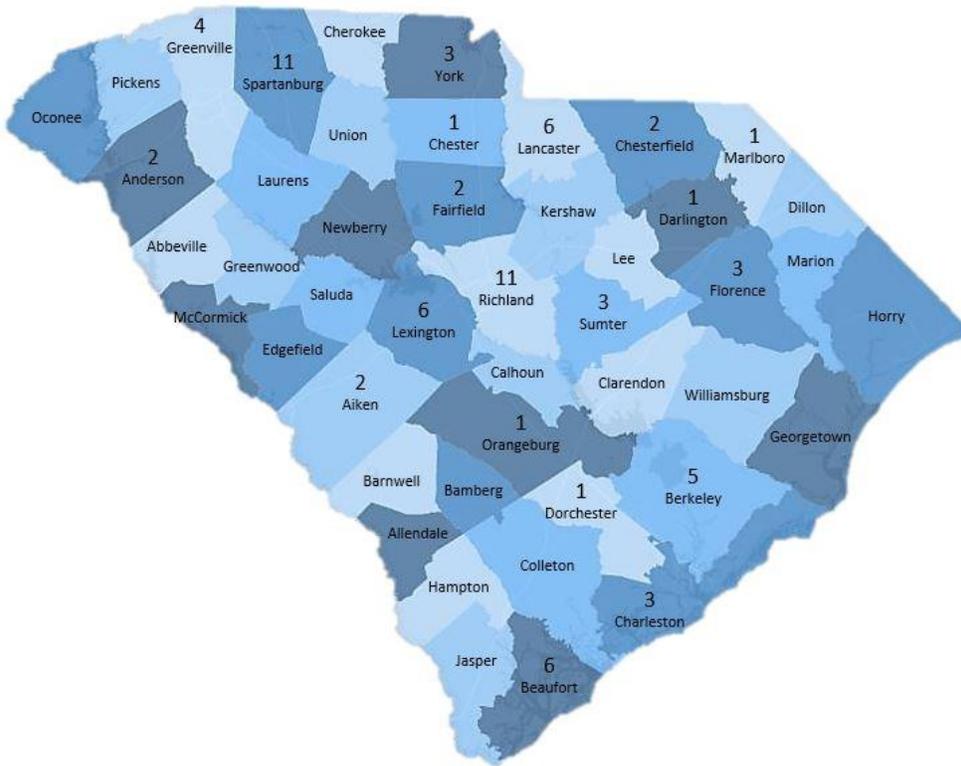


Figure 5. Number of Arts Basic Curriculum (ABC) schools by county

During the study, agency personnel testified that a greater percentage of the state’s students can and need to be reached through Arts Commission programming.<sup>26</sup> In fiscal year 2019, 170,730 students in 84 schools/districts, were directly impacted by ABC programming as reflected in Figure 5.<sup>27</sup> South Carolina public schools, as reported by the Department of Education, had 761,290 students during the 2020-2021 school year.<sup>28</sup> While the ABC project seeks to reach all South Carolina students, only 22% of students received programming. Accordingly, there is an opportunity for ABC programming to reach 78% of students in the state not currently receiving ABC services.

**RECOMMENDATION # 6.** Develop a marketing and communications strategy encouraging school districts and schools to promote and participate in Poetry Out Loud competitions, which focus on recitation and performance.

According to student population data aggregated by the Department of Education, there were 220,516 high school students enrolled in public schools during the 2020-2021 school year.<sup>29</sup> During fiscal year 2019, 2,965 students participated in the Poetry Out Loud competition.<sup>30</sup> During fiscal year 2020, 22 schools participated in the Poetry Out Loud Competition as illustrated in Figure 6. Analysis of this data reveals approximately 1% of high school students participated in the Poetry Out Loud competition. According to agency personnel, there was a

sharp drop in school participation in 2021 due to COVID-19’s impact on schools across the state.<sup>31</sup>

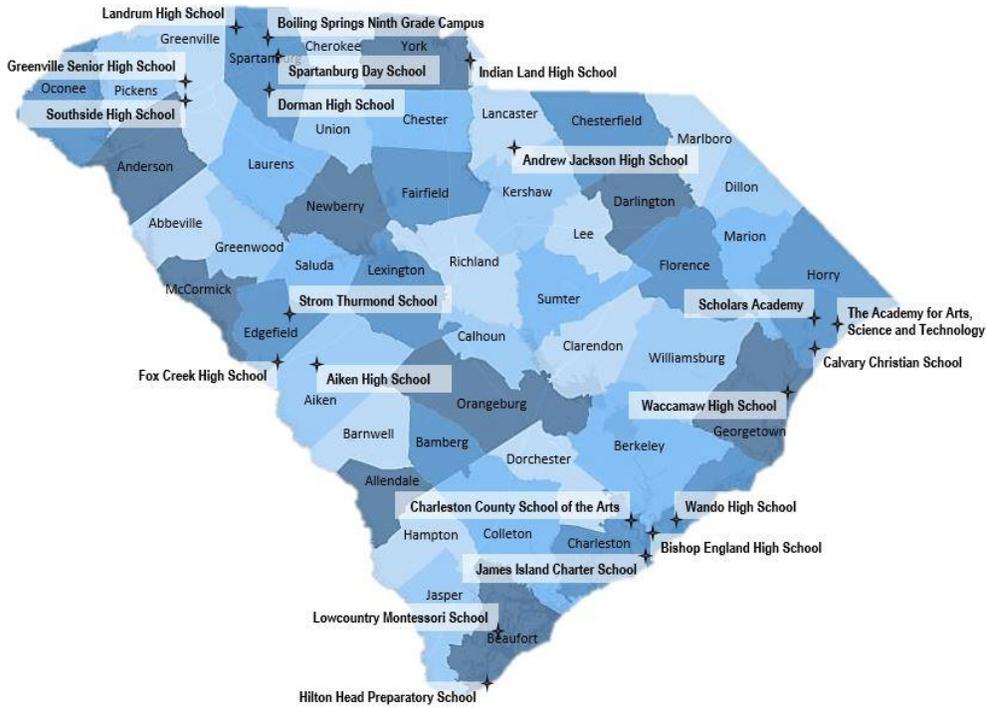


Figure 6. Map of participating schools in the Poetry Out Loud competition in 2020<sup>32</sup>

During the study, agency personnel identified teacher involvement as a significant barrier to student participation as English Language Arts teachers must voluntarily integrate resources to assist students with competition preparation.<sup>33</sup> According to agency personnel, teachers have mandated requirements that compete against non-mandatory activities related to voluntary competitions.<sup>34</sup> In addition to the challenge of teacher involvement, school and district prioritization of the arts is an influencing factor.<sup>35</sup>

A marketing and communications strategy enhancing the prestige and notability of the Poetry Out Loud competition may increase interest and participation. For example, conferring a youth poet laureate title on the state competition winner may raise the profile of the competition and increase student participation due to the regard given to a youth poet laureate designation. Duties of the youth poet laureate may include but are not limited to: attending events across the state to advance the importance of youth literacy and otherwise serving as a representative for youth literacy.

**RECOMMENDATION # 7.** Develop a strategy to offer Artist U (i.e., intensive training for South Carolina artists in building sustainable arts careers) to high school students through official relationships with schools and school districts.

In fiscal year 2019, 91 artists participated in Artist U training.<sup>36</sup> Increasing the number of participants may help advance the growth and development of a sustainable arts sector. Artist U teaches an artist how to build a balanced, sustainable life and career in the arts-related sector.<sup>37</sup> A sustainable artist career is one in which the resources for creating art, engaging with the public, and living as an artist are present, ongoing, and reliable.<sup>38</sup>

The workshops offered through Artist U may inspire high school students to seek entrepreneurial opportunities in the arts. Agency personnel should engage students with an interest in the arts and provide opportunities for them to participate in Artist U. According to student population data aggregated by the Department of Education, there were 220,516 high school students enrolled in public schools during the 2020-2021 school year.

**RECOMMENDATION # 8.** Create a development plan and establish an internal process to actively identify, cultivate, and solicit philanthropic support for Arts Commission grants and programs.

During the study, agency personnel testified the agency does not want to raise significant amounts of private funds to avoid competing against other arts organizations for finite dollars.<sup>39</sup> However, agency personnel stated the agency has not investigated how much the Arts Commission may raise without encroaching on the fundraising efforts of other arts organizations.<sup>40</sup> Maturation of its fundraising and development efforts should be a priority for the agency.

From fiscal years 2016 – 2019, the agency received approximately \$49,000 annually from the South Carolina Arts Foundation.<sup>41</sup> Foundation funds cover expenses related to travel, lodging, honoraria, public information, and the state art collection (e.g., exhibitions, storage, and maintenance).<sup>42</sup>

During the last six years, the Arts Commission sought to increase state appropriations for grants.<sup>43</sup> Also, during the study, agency personnel testified as to the need for additional funding to support the agency's grants and administrative operations.<sup>44</sup> Philanthropic support may help meet these needs and offset prior budget cuts.<sup>45</sup>

**RECOMMENDATION # 9.** Conduct an employee satisfaction survey, on an annual basis, and present the results to the board.

Agency personnel stated they have not completed an employee satisfaction survey. Employee satisfaction surveys gauge employee morale and the work environment; also, they help management proactively identify issues.<sup>46</sup>

Based on data reported in the Arts Commission’s Program Evaluation Report, employee recruitment and retention have not been significant issues.<sup>47</sup> Notably, turnover is low and staff are tenured. However, best practice, from a management perspective, supports regularly surveying staff.<sup>48</sup> Conducting an employee satisfaction survey, on an annual basis, and presenting the results to the board may help continue these positive trends.

*RECOMMENDATION # 10. Create a formal (i.e., board approved) communication and marketing strategy, which includes social media, to educate, promote, and inform the arts community and public about agency programs and initiatives.*

Arts Commission personnel, identified “word of mouth” as a key communication tool for promoting services and programs.<sup>49</sup> Throughout the study, agency representatives referred to this form of communication. For the agency to reach its core audience more effectively and enhance its ability to reach a peripheral audience, a more defined and diversified marketing strategy should be implemented. This strategy should include the use of social networks, paid media advertising, internet marketing, email marketing, and conversational marketing.

The implementation, and effective utilization of these tools, will improve the agency’s ability to educate, promote, and inform the arts community and public about agency programs and initiatives.

*RECOMMENDATION # 11. Survey the state to identify geographic areas that have a concentration of cultural facilities, activities and assets that may qualify a town or city as a cultural district. Locations, identified as favorable, will be notified by the agency to make local leadership aware of the agency’s survey results. Agency staff will provide town and city leaders with information regarding the process for being formally selected as a cultural district.*

South Carolina has nine cultural districts across the state, which serve as economic drivers for local communities. Per statute, the S.C. Arts Commission has authority to grant official state designation to cultural districts. Specific parameters must be met, by a city or town, to qualify for cultural district status. According to the Arts Commission website, potential cultural districts must be a walkable area that is easily identifiable to visitors and residents and serves as a center of cultural, artistic, and economic activity.<sup>50</sup> A cultural district may contain galleries, live performance venues, theaters, artist studios, museums, arts centers, arts schools, and public art pieces.<sup>51</sup> A cultural district may also contain businesses like restaurants, banks or parks whose primary purpose is not arts, but that regularly make their spaces available to artists or create opportunities for the public to encounter the arts.<sup>52</sup>

According to agency personnel, many cities and towns lack arts advocates and proponents.<sup>53</sup> The absence of this support can lead to missed opportunities and lack of awareness regarding economic opportunities, such as cultural district designation.<sup>54</sup> The agency, given its sole authority over cultural district approval and designation, should identify geographic areas that have a concentration of cultural facilities, activities and assets that may qualify a town or city as a cultural district. If local officials, community advocates, and business leaders are aware the

potential economic impact of receiving cultural district status, they may be more inclined to engage the process. Per agency testimony, the agency could easily perform a survey of the state.<sup>55</sup>

## Efficiency

The Subcommittee makes three recommendations to the Arts Commission related to efficiency, and a summary is in Table 3.

Table 3. Summary of efficiency recommendations

EFFICIENCY	<p><b>CUSTOMER FEEDBACK</b></p> <p>12. Begin capturing data regarding how participating artists learned of program offerings and other associated agency services.</p> <p>13. Incorporate question(s) inquiring as to whether arts directory participants experienced a positive return through their listing. Start with the next-recertification cycle. The directory, which is assessable to the public, schools, and other stakeholders, provides information about artists across the state (e.g., location, discipline, contact information, certifications, etc.).</p> <p><b>REMOTE WORK OPTIONS</b></p> <p>14. Conduct an internal study to evaluate the efficacy of remote work options by utilizing the Department of Administration’s Division of Human Resources telecommuting toolkit.</p>
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**RECOMMENDATION # 12.** Begin capturing data regarding how participating artists learned of program offerings and other associated agency services.

During the study, agency personnel stated that data regarding how participating artists became aware of the programs offered by the Arts Commission is not available.<sup>56</sup> Agency personnel market programs through The Hub (i.e., a website with information about arts news, resources, and events). Social media and word of mouth are additional communication methods employed by the agency. Agency staff cited referrals from former program participants and email blasts as the strongest marketing tools.<sup>57</sup>

However, in the absence of objective data, agency personnel cannot make informed decisions regarding the best use of marketing resources. Organizations across varying sectors, utilize the “How did you hear about us?” question when engaging with customers. This information is valuable as it allows organizations to learn about their customer base. Improved data may help identify which marketing strategies work and should continue, and which need scaling back due to underperformance. With finite resources, agency personnel should maximize the utilization of those resources by capturing data for objective decision-making.

*RECOMMENDATION # 13.* Incorporate question(s) inquiring as to whether arts directory participants experienced a positive return through their listing. Start with the next-recertification cycle. The directory, which is assessable to the public, schools, and other stakeholders, provides information about artists across the state (e.g., location, discipline, contact information, certifications, etc.).

The S.C. Arts Directory serves varying constituents (e.g., artists and teachers) across South Carolina.<sup>58</sup> During the study, agency personnel testified they surveyed artists, arts organizations, teachers, and school districts to see what people would want from a directory.<sup>59</sup> Artists and arts organizations desired connectivity and marketing, and teachers and school districts wanted a system that could vet the credentials of an artist.<sup>60</sup>

According to agency personnel, the directory connects schools to certified artists capable of adding value to the arts education experience of students.<sup>61</sup> The directory serves as a reliable source for these services and removes administrative work associated with finding and verifying the credentials of artists.

To measure the effectiveness of the directory, the agency should engage directory participants to determine if they have received any positive returns through their participation. Confirmation of the value of the directory through data may enhance interest in the directory and serve as a recruitment tool for the agency.

*RECOMMENDATION # 14.* Conduct an internal study to evaluate the efficacy of remote work options by utilizing the Department of Administration's Division of Human Resources telecommuting toolkit.

At the height of pandemic office closures, the entire Arts Commission staff shifted to working from home.<sup>62</sup> To ensure continuity of workflow and program management, \$12,935 was expended for laptops and docking stations for staff who did not already have necessary equipment.<sup>63</sup> Also, the agency's virtual meeting platform was updated to accommodate increased video conferencing traffic.

Agency leadership confirmed staff were able to manage remote work while maintaining productivity and customer satisfaction.<sup>64</sup> The move to remote work across state government and the private sector has led to a paradigm shift regarding where staff do their work. As private sector industries embrace remote work, state government must also adapt as recruitment and retention, which are currently challenges across state government, are likely to become more challenging as employees seek opportunities for increased flexibility.

Remote work (i.e., telecommuting) that results in greater efficiency and cost savings is authorized by state statute.<sup>65</sup> Additionally, the Department of Administration's Division of State Human Resources (State HR) has made available a telecommuting toolkit (i.e., a sample business case illustrating cost calculations, productivity measures, and a form that tracks the

time employees are telecommuting). Accordingly, upon completion of its remote work analysis, if warranted, the agency should submit a proposal to State HR for review and approval.

## Interagency Collaboration

The Subcommittee makes four recommendations to the Arts Commission related to effectiveness, and a summary is in Table 4.

Table 4. Summary of interagency collaboration recommendations

INTERAGENCY COLLABORATION	<b>STATE AGENCIES</b>
	15. Collaborate with the Department of Commerce; Department of Parks, Recreation, and Tourism; and Revenue and Fiscal Affairs Office to further their ability to develop and promote established cultural districts.
	<b>LOCAL GOVERNMENTS</b>
	16. Inform local governments regarding the benefits of cultural district designation and evaluate data reported by established districts.
	<b>HIGHER EDUCATION INSTITUTIONS</b>
	17. Collaborate with state higher education institutions to supplement the research and evaluation of services and programs pertinent to the agency’s mission.
	18. Collaborate with state higher education institutions to develop an Artist U elective.

**RECOMMENDATION # 15.** Collaborate with the Department of Commerce; Department of Parks, Recreation, and Tourism; and Revenue and Fiscal Affairs Office to further their ability to develop and promote established cultural districts.

South Carolina has several state agencies that are involved with tourism, economic development, and data analysis and aggregation. The resources and expertise located at these agencies should be used to supplement and enhance efforts to promote and evaluate the state’s cultural districts.

Arts Commission leadership should seek to build meaningful and on-going relationships with the Department of Commerce; Department of Parks, Recreation, and Tourism; and Revenue and Fiscal Affairs Office. Through these relationships, the Arts Commission should take advantage of the marketing, communication, and data analytics, specific to these agencies, to bolster internal agency efforts specific to cultural districts.

**RECOMMENDATION # 16.** Inform local governments regarding the benefits of cultural district designation and evaluate data reported by established districts.

The General Assembly has authorized the Arts Commission to designate cultural districts within the state.<sup>66</sup> According to agency information, a designated cultural district affects the larger community by: (1) attracting artists, creative entrepreneurs, and cultural enterprises;

(2) encouraging economic development and the preservation and reuse of historic buildings; (3) fostering local cultural development; and (4) providing a focal point for celebrating and strengthening the district's cultural identity.<sup>67</sup>

Currently, there are nine cultural districts across the state.<sup>68</sup> These are in Beaufort, Bluffton, Camden, Congaree Vista (i.e., Columbia), Florence, Greenwood, Lancaster, Rock Hill, and Spartanburg downtown. Prior to being approved each district received support from the agency to determine if the location met the requirements for designation. The application process includes a community-based planning meeting, creating a district map, and a tour of the proposed district by agency staff.

According to agency personnel, cultural districts must annually document and measure the impact of its designation (i.e., number of visitors and building occupancy). Also, cultural districts are encouraged to track arts business data (e.g., sales volume and taxes generated and other associated metrics).<sup>69</sup> Recommendation 14 seeks to have the agency analyze data about cultural districts to inform future agency decisions about them.

**RECOMMENDATION # 17.** Collaborate with state higher education institutions to supplement the research and evaluation of services and programs pertinent to the agency's mission.

According to agency personnel, generally, research and evaluation resources are among the first items cut during lean budget years.<sup>70</sup> Restarting these programs has been challenging for the Arts Commission even as funding returns because, in part, rebuilding infrastructure requires time as well as resources.<sup>71</sup>

The state's colleges and universities have experts trained in research evaluation and theory. As the agency rebuilds its research infrastructure, it should explore avenues to supplement agency expertise.

**RECOMMENDATION # 18.** Collaborate with state higher education institutions to develop an Artist U elective.

Many artists attend state colleges and universities, which may not require business education courses for students majoring in arts related degree programs.<sup>72</sup>

As previously mentioned in the discussion of recommendation #7, Artist U served 91 artists in fiscal year 2019.<sup>73</sup> The program teaches and equips artists with the skills necessary to build a balanced, sustainable life and career in the arts. Courses offered through Artist U include strategic planning for individual artist; financial thinking for artist; time management; generating opportunities; grant writing; and advanced strategic planning.<sup>74</sup>

The agency, through its work across the state and relationships with artists and associated stakeholders, understands the skills necessary for artists to succeed. Developing an elective for degree programs specific to the arts, could contribute to the agency’s mission, strategic plan, and efforts to progress the development of the arts in South Carolina. Elective classes count towards total college credits but are not required for a degree. Collaboration between the agency directly working to improve the viability of the arts in the state, and the colleges and universities, which confer arts degrees, may be mutually beneficial.

## Transparency

The Subcommittee makes three recommendations to the Arts Commission related to transparency, and a summary is in Table 5.

Table 5. Summary of transparency recommendation

TRANSPARENCY	<b>STATE OF THE ARTS REPORT</b>
	19. Develop an annual "State of the Arts" assessment report to document areas of the state lacking adequate arts infrastructure, investment, and receipt of grants funds due to limited or non-participation in the grants application process.
	<b>COMMISSION MEETINGS</b>
	20. Post commission meeting minutes and video on the agency’s website.

**RECOMMENDATION # 19.** Develop an annual "State of the Arts" assessment report to document areas of the state lacking adequate arts infrastructure, investment, and receipt of grants funds due to limited or non-participation in the grants application process.

During the study, agency personnel identified areas of the state where arts infrastructure is limited.<sup>75</sup> Figure 7 illustrates total art experiences per person by county, and Figure 8 notes number of artists by county.

Prior to the pandemic, agency personnel annually informed legislators about grant awards made by the agency within their legislative districts.<sup>76</sup> Currently, the agency does not provide specific arts infrastructure information to county legislative delegations.<sup>77</sup>

The agency should develop a report to inform elected representatives of the opportunities to improve arts access and infrastructure within their districts and accurately describe the state of arts infrastructure across the state. The agency should consider, but is not limited to, including the following in the report: total county arts experiences; total grant applications/awards; total Arts in Basic Curriculum Schools; total affiliate arts partners; and arts access and accessibility.

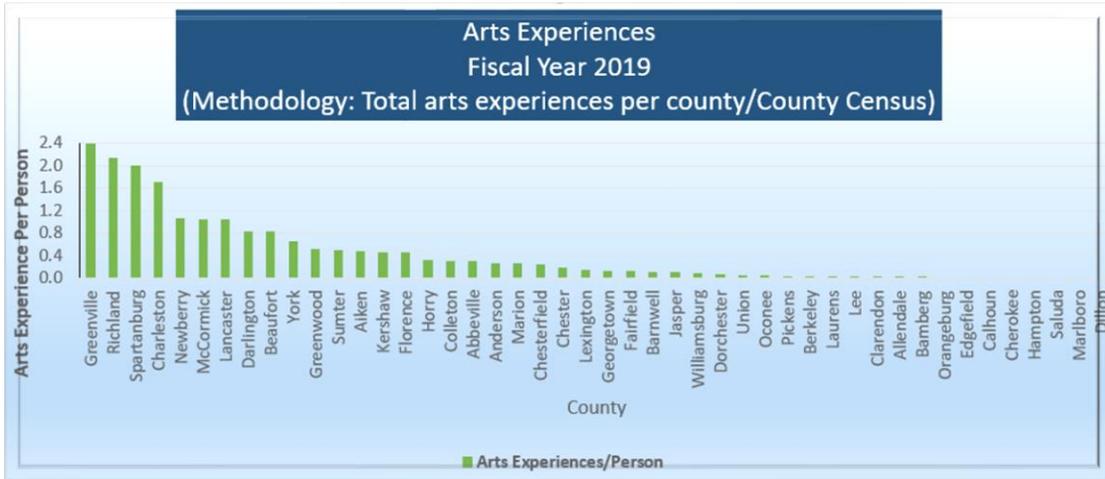


Figure 7. Arts experiences per person by county in fiscal year 2019<sup>78</sup>

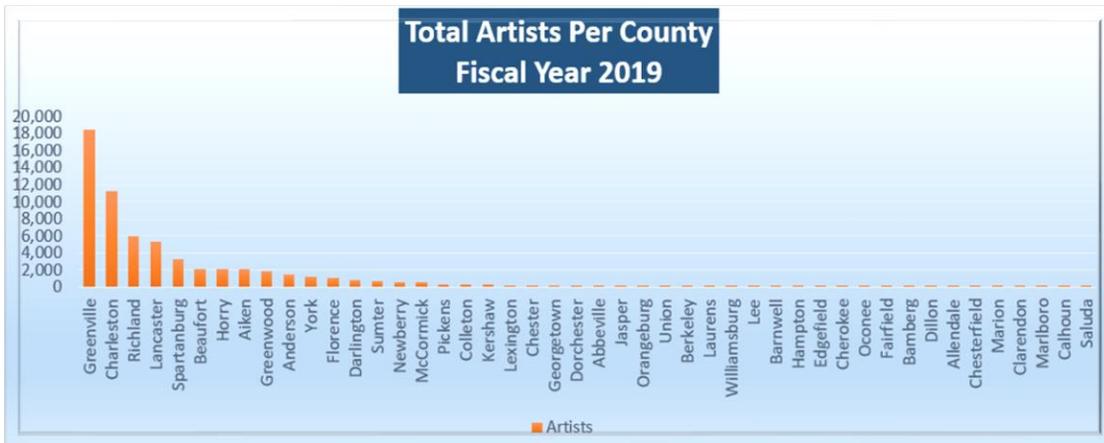


Figure 8. Total artists per county in South Carolina<sup>79</sup>

**RECOMMENDATION # 20.** Post commission meeting minutes and video on the agency’s website.

The Arts Commission is governed by nine volunteer citizens appointed at large for three-year terms by the Governor and confirmed by the Senate for the purpose of guiding the development of the arts in the state.<sup>81</sup> Meeting announcements are posted on the agency website to notify the public of future commission meetings, but the website does not archive past meeting notices or associated meeting materials.

To further advance transparency, the agency should archive prior meetings and post approved meeting minutes and video recordings of public proceedings. The arts community, public at-large, and other interested stakeholders, unable to attend board meetings, would benefit from this additional access.

SELECTED AGENCY INFORMATION

**Arts Commission. “Program Evaluation Report, 2020.”**

<https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyWebpages/ArtsCommission/SC%20Arts%20Commission%20PER.pdf> (accessed September 21, 2021).

**Arts Commission. “Restructuring and Seven-Year Plan Report, 2015.”**

<https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyWebpages/ArtsCommission/Arts%20-%202015%20Restructuring%20and%20Seven-Year%20Plan%20Report.pdf> (accessed September 21, 2021).

**Arts Commission. “Agency Accountability Report, 2019-2020.”**

<https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/aar2020/H910.pdf> (accessed September 21, 2021).

**S.C. House of Representatives, Legislative Oversight Committee. “Arts Commission, S.C. Study Materials.”**

<https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyHPFiles/ArtsCommission.php> (accessed September 21, 2021).

REPORT ACTIONS

FULL COMMITTEE OPTIONS STANDARD PRACTICE 12.4	FULL COMMITTEE ACTION(S)	DATE(S) OF FULL COMMITTEE ACTION(S)
(1) Refer the study and investigation back to the Subcommittee or an ad hoc committee for further evaluation; (2) Approve the Subcommittee’s study; or (3) Further evaluate the agency as a full Committee, utilizing any of the available tools of legislative oversight.	Subcommittee study report available for consideration  Subcommittee study presentation and discussion  Approval of the Subcommittee’s study	

## ENDNOTES

<sup>1</sup> Figure 2 is compiled from information in the Arts Commission study materials available online under “Citizens’ Interest,” under “House Legislative Oversight Committee Postings and Reports,” and then under “Arts Commission, S.C.” <https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyPHPFiles/ArtsCommission.php> (accessed September 21, 2021). EIA refers to “Education Improvement Act.”

<sup>2</sup> S.C. House of Representatives, House Legislative Oversight Committee, “Meeting Minutes” (April 15, 2021), under “Committee Postings and Reports,” under “House Legislative Oversight Committee,” under “Arts Commission, S.C.,” and under “Meetings,” <https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyWebpages/ArtsCommission/4.15.21%20Minutes.pdf> (October 22, 2021). A video of the meeting is available at <https://www.scstatehouse.gov/video/archives.php?key=11054&part=1>. See video at 00:32:36-00:33:26. Hereinafter, “April 15, 2021, [Minutes](#) and [Video](#).”

<sup>3</sup> April 15, 2021, [Minutes](#) and [Video](#). South Carolina Arts Commission. “Why Arts Matter.” <https://www.southcarolinaarts.com/why-arts-matter/> (accessed October 21, 2021). See video at 00:21:46 – 00:32:34.

<sup>4</sup> S.C. House of Representatives, House Legislative Oversight Committee, “Meeting Minutes” (June 15, 2021), under “Committee Postings and Reports,” under “House Legislative Oversight Committee,” under “Arts Commission, S.C.,” and under “Meetings,” [will be posted upon approval] (accessed [date of most recent visit to link]). A video of the meeting is available at <https://www.scstatehouse.gov/video/archives.php?key=11415&part=1>. See video at 01:04:53-01:05:22. Hereinafter, “June 15, 2021, [Minutes](#) and [Video](#).”

<sup>5</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 01:05:58-01:06:18.

<sup>6</sup> S.C. House of Representatives, House Legislative Oversight Committee, “Meeting Packet (June 15, 2021),” under “Committee Postings and Reports,” under “House Legislative Oversight Committee,” under “Arts Commission, S.C.,” and under “Meetings” <https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyWebpages/ArtsCommission/June%2015,%202021%20-%20Meeting%20Packet%20-%20Word.pdf> (accessed September 21, 2021). See agency presentation slides 37-38. Hereinafter “Meeting Packet (June 15, 2021).”

<sup>7</sup> Meeting Packet (June 15, 2021). See agency presentation slide 37.

<sup>8</sup> Meeting Packet (June 15, 2021). See agency presentation slide 37.

<sup>9</sup> Meeting Packet (June 15, 2021). See agency presentation slide 37.

<sup>11</sup> S.C. House of Representatives, House Legislative Oversight Committee, “Agency Response to Committee Letter (July 13, 2021),” under “Committee Postings and Reports,” under “House Legislative Oversight Committee,” under “Arts Commission, S.C.,” and under “Correspondence,”

<https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyWebpages/ArtsCommission/Agency%20Follow-up%20letter%20response%207.13.21%20questions.pdf> (accessed September 21, 2021). See question 12. Hereinafter “Agency Response to Committee Letter (July 13, 2021).”

<sup>12</sup> Meeting Packet (June 15, 2021). See agency presentation slide 38.

<sup>13</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 01:07:33-01:07:48.

<sup>14</sup> S.C. Code Section 57-1-310 (**Commission of the Department of Transportation** – “In making appointments to the commission, the Governor shall take into account race, gender, and other demographic factors, such as residence in rural or urban areas, so as to represent, to the greatest extent possible, all segments of the population of the State; however, consideration of these factors in making an appointment in no way creates a cause of action or basis for an employee grievance for a person appointed or for a person who fails to be appointed.”) S.C. Code Section 54-3-1310 (**Review and Oversight Commission on the South Carolina State Ports Authority** – In screening candidates, the commission must give due consideration to, among other things, “the impact that each candidate would have on the racial and gender composition of the commission, and each candidate’s impact on other demographic factors represented on the commission, such as residence in rural or urban areas, to assure nondiscrimination to the greatest extent possible of all segments of the population of the State.”) S.C. Code Section 44-1-20 (**South Carolina Board of Health and Environmental Control** – “In making these appointments, race, gender, and other demographic factors should be considered to ensure nondiscrimination, inclusion, and representation to the greatest extent possible of all segments of the population of the State; however, consideration of these factors in making an appointment in no way creates a cause of action or basis for an employee grievance for a person appointed or for a person who fails to be appointed.”) S.C. Code Section 59-150-40 (**South Carolina Educational Lottery Commission** – “In making appointments to the board, the Governor, the President of the Senate, and the Speaker of the House of Representatives, as appropriate, shall consider legal, financial, accounting, and marketing experience and race, gender, and other demographic factors to ensure nondiscrimination, inclusion, and representation of all segments of the State to the greatest extent possible.”) S.C. Code Section 13-1-1020 (**State Aeronautics Commission** – “The elections or appointments shall take into account race and gender so as to represent, to the greatest extent possible, all segments of the population of the State and shall comply with the provisions of Chapter 13, Title 8. However, consideration of these factors in making an appointment or in an election does not create a cause of action or basis for an employee grievance for a person appointed or elected or for a person who fails to be appointed or elected.”) S.C. Code Section 8-13-310 (**State Ethics Commission** – “The appointing authorities shall make their appointments based on merit. However, in making appointments to the commission, the appointing authorities shall ensure that race, color, gender, national origin, and other demographic factors are considered to ensure the geographic and

political balance of the appointments, and shall strive to assure that the membership of the commission will represent, to the greatest extent possible, all segments of the population of the State.”)

<sup>15</sup> S.C. House of Representatives, House Legislative Oversight Committee, “Meeting Minutes” (May 18, 2021), under “Committee Postings and Reports,” under “House Legislative Oversight Committee,” under “Arts Commission, S.C.,” and under “Meetings,”

<https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyWebpages/ArtsCommission/5.18.21%20Minutes.pdf> (September 22, 2021). A video of the meeting is available at <https://www.scstatehouse.gov/video/archives.php?key=11414&part=1>. See video at 00:46:00. Hereinafter, “May 18, 2021, [Minutes](#) and [Video](#).” S.C. House of Representatives, House Legislative Oversight Committee, “Agency Presentation (May 18, 2021),” under “Committee Postings and Reports,” under “House Legislative Oversight Committee,” under “Arts Commission, S.C.,” and under “Meetings”

<https://www.scstatehouse.gov/CommitteeInfo/HouseLegislativeOversightCommittee/AgencyWebpages/ArtsCommission/Arts%20Commission%20Presentation%20May%202018,%202021%20Adobe.pdf> (accessed September 21, 2021 Hereinafter “Agency Presentation (May 18, 2021).”

<sup>16</sup> May 18, 2021, [Minutes](#) and [Video](#). See video at 00:47:57.

<sup>17</sup> This information is available from the U.S. Bureau of Labor and Statistics.

<sup>18</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 00:48:16-00:48:28.

<sup>19</sup> Artist U is an artist led organization providing resources to persons in the arts sector (e.g., writers, visual artist, choreographers, etc.). Some available resources include: strategic planning; time management; grant writing; and financial literacy. For more information about Artist U, visit <http://www.artistsu.org/>. For more information about the Artist Entrepreneur Incubator, visit <https://www.southcarolinaarts.com/artist-development/artist-entrepreneur-incubator/>.

<sup>20</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 01:00:33-01:00:49.

<sup>21</sup> Tate. “Art Term – DIGITAL ART.” <https://www.tate.org.uk/art/art-terms/d/digital-art> (accessed September 22, 2021).

<sup>22</sup> Conti, Rbyn and Schmidt, John. “What You Need to Know About Non-Fungible Tokens (NFT).” Forbes Advisor, May 14, 2021. <https://www.forbes.com/advisor/investing/nft-non-fungible-token/> (accessed September 22, 2021).

<sup>23</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 00:50:50.

<sup>24</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 00:07:43.

<sup>25</sup> South Carolina Department of Education. “Learning Modality by School – Based on Attendance Data.” <https://ed.sc.gov/districts-schools/schools/district-and-school-closures/operational-status/> (accessed September 22, 2021).

<sup>26</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 00:09:32.

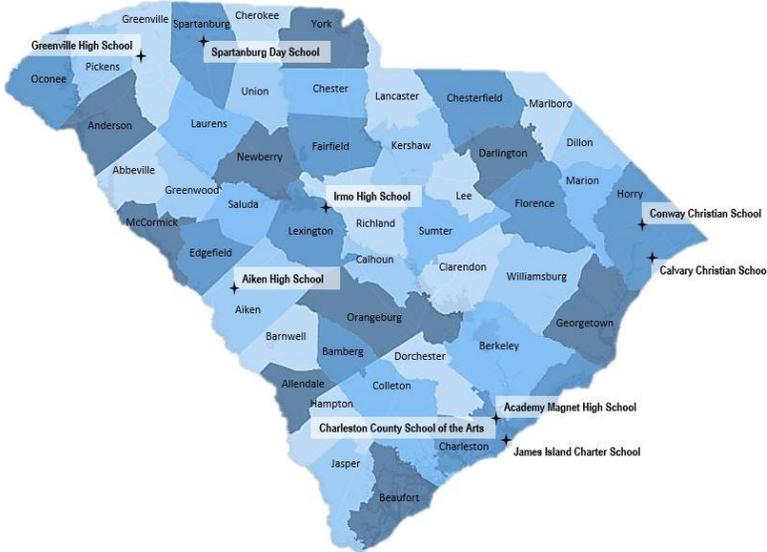
<sup>27</sup> Meeting Packet (June 15, 2021). See agency presentation slide 7.

<sup>28</sup> South Carolina Department of Education. “180-Day Active Headcount (2020-21).” <https://ed.sc.gov/data/other/student-counts/active-student-headcounts/> (accessed September 22, 2021). Hereinafter, “South Carolina Department of Education 180-Day Active Headcount (2020-21).”

<sup>29</sup> South Carolina Department of Education 180-Day Active Headcount (2020-21).

<sup>30</sup> Meeting Packet (June 15, 2021). See agency presentation slide 21.

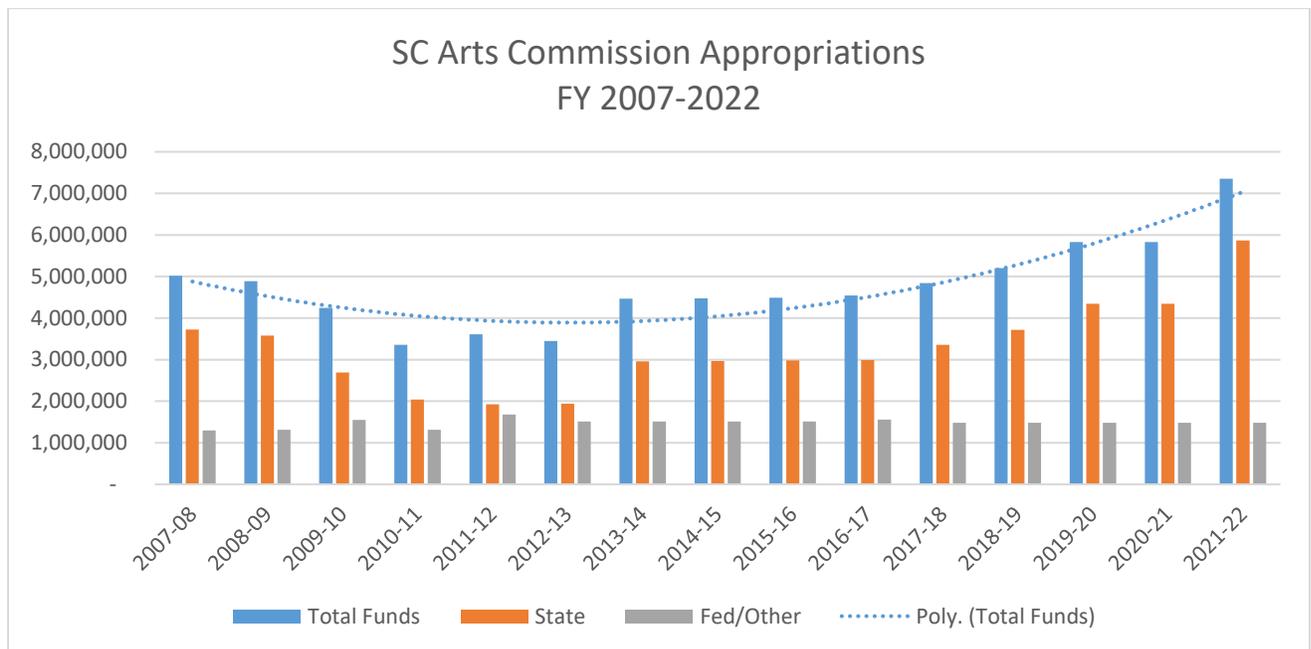
<sup>31</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 00:41:50-00:42:05.



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Endnote Figure 1: Map of participating schools in the Poetry Out Loud competition in 2021

- <sup>33</sup> June 15, 2021, Minutes and [Video](#). See video at 00:41:38.
- <sup>34</sup> June 15, 2021, Minutes and [Video](#). See video at 00:41:38.
- <sup>35</sup> June 15, 2021, Minutes and [Video](#). See video at 00:41:38.
- <sup>36</sup> Meeting Packet (June 15, 2021). See agency presentation slide 28.
- <sup>37</sup> June 15, 2021, Minutes and [Video](#). See video at 00:48:16-00:48:28.
- <sup>38</sup> June 15, 2021, Minutes and [Video](#). See video at 00:50:00-00:50:12.
- <sup>39</sup> May 18, 2021, [Minutes](#) and [Video](#). See video at 01:09:06.
- <sup>40</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 49.
- <sup>41</sup> Agency Presentation (May 18, 2021). See agency presentation slide 9.
- <sup>42</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 50. See also, Agency Presentation (May 18, 2021). See agency presentation slide 9.
- <sup>43</sup> Information about state agency budget requests is available from the South Carolina Department of Administration’s website at <https://www.admin.sc.gov/budget>.
- <sup>44</sup> May 18, 2021, [Minutes](#) and [Video](#). See video at 01:07:15-01:07:46. See also video at 01:08:03-01:08:22.
- <sup>45</sup> The Commission has been working to increase state appropriations for grantmaking in order to return to the same level of appropriations received prior to cuts in fiscal year 2012. The agency was appropriated \$1,937,598 in state funds in fiscal year 2012-2013. In fiscal year 2019-20, the agency received \$4,569,100 in state funds, which is a 74% increase over the past 9 years. Below is a graph from the agency’s May 18, 2021 presentation to the Education and Cultural Subcommittee.



Endnote Figure 2: Appropriations for the agency (fiscal years 2007-08 through 2021-22)

- <sup>46</sup> May 18, 2021, [Minutes](#) and [Video](#). See video at 01:34:54-01:35:13. Society for Human Resource Management. “Toolkits – Managing Employee Surveys.” <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingemployeesurveys.aspx> (accessed September 22, 2021). Hereinafter, “Society for Human Resource Management – Toolkits – Managing Employee Surveys.”
- <sup>47</sup> Agency Presentation (May 18, 2021). See slides 44-45.
- <sup>48</sup> Society for Human Resource Management – Toolkits – Managing Employee Surveys.
- <sup>49</sup> S.C. House of Representatives, House Legislative Oversight Committee, “Meeting Minutes” (October 1, 2021), under “Committee Postings and Reports,” under “House Legislative Oversight Committee,” under “Arts Commission, S.C.,” and under “Meetings,” *inert when posted* (October 22, 2021). A video of the meeting is available at <https://www.scstatehouse.gov/video/archives.php?key=11531&part=1>. See video at 00:19:04 – 00:19:18; 00:35:12 – 00:35:16; and 01:18:31-01:18:47. Hereinafter, “October 1, 2021, Minutes and [Video](#).”
- <sup>50</sup> South Carolina Arts Commission. “South Carolina Cultural Districts.” <https://www.southcarolinaarts.com/community-development/programs/cultural-districts/> (accessed September 22, 2021). Hereinafter, “South Carolina Cultural Districts Website Information.”
- <sup>51</sup> South Carolina Cultural Districts Website Information.

<sup>52</sup> South Carolina Cultural Districts Website Information.

<sup>53</sup> April 15, 2021, [Minutes](#) and [Video](#). See video at 01:13:31 – 01:13:51.

<sup>54</sup> April 15, 2021, [Minutes](#) and [Video](#).

<sup>55</sup> October 1, 2021, [Minutes](#) and [Video](#). See video at 00:36:00-00:36:09.

<sup>56</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 21.

<sup>57</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 21.

<sup>58</sup> Meeting Packet (June 15, 2021). See agency presentation slide 19.

<sup>59</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 00:34:06.

<sup>60</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 00:34:39.

<sup>61</sup> June 15, 2021, [Minutes](#) and [Video](#). See video at 00:34:06

<sup>62</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 35.

<sup>63</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 34.

<sup>64</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 33.

<sup>65</sup> S.C. Code Section 8-11-15(B) states agencies “may use alternate work locations, including telecommuting, that result in greater efficiency and cost savings.”

<sup>66</sup> S.C. Code Section 60-15-75.

<sup>67</sup> South Carolina Cultural Districts Website Information.

<sup>68</sup> May 18, 2021, [Minutes](#) and [Video](#). See video at 02:13:30-02:13:47.

<sup>69</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 6. Notably, the agency prioritized K-12 education. Accordingly, remaining research and evaluation funding was redirected in support of programming specific to this demographic.

<sup>70</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 7.

<sup>71</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 7.

<sup>72</sup> The University of South Carolina, for example, offers degrees in the following areas: acting; art education; art history; art studio; costume design and technology; theatre; and dance (not a complete list).

<sup>73</sup> Meeting Packet (June 15, 2021).

<sup>74</sup> Meeting Packet (June 15, 2021).

<sup>75</sup> Agency Presentation (May 18, 2021). Across the agency’s platform of grants and programs, there are counties, local governments, and school districts that do not utilize or participate.

<sup>76</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 48.

<sup>77</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 48.

<sup>78</sup> For purposes of this figure, the term “arts experiences” refers to in-person arts experiences, direct engagement with the arts, whether through attendance at arts events or participation in arts learning or other types of activities in which people were directly involved with artists or the arts.

<sup>79</sup> Agency Response to Committee Letter (July 13, 2021). See response to question 38.

<sup>81</sup> S.C. Code Section 60-15-20. See also, S.C. Code Section 60-15-30.